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ABSTRACT

This booklet explains New Zealand's National Qualifications Framework, a system of quality standards affecting high schools and postsecondary colleges and universities that is to be fully operational by 1996. Following an introduction, the first section explains why the current system urgently needs changing in order to equip workers for the demands of a fast changing world. The next section describes how the Framework operates, addressing such issues as where students' and trainees' records of learning will be kept, standards-based assessment, how to ensure quality, and recognition of prior learning. The next six sections describe the relationship between the Framework and secondary schools, polytechnics, colleges of education, the Training Opportunities Program, private training establishments, and government training establishments. The section on the Framework in the workplace covers the following: benefits to industry, such as ability to tailor training for individual needs, easier transfer of skills and learning, recognition for skills taught on the job, and recognition of prior learning; how the Framework will be implemented; and the timing of implementation, which requires that beginning in 1993 all new courses must conform to the Framework format. Another section describes how designers of the Framework are committed to developing Maori-based qualifications and ensuring that there is a Maori dimension, where relevant, to the qualifications. The document concludes with addresses of contacts for more information. (CML)

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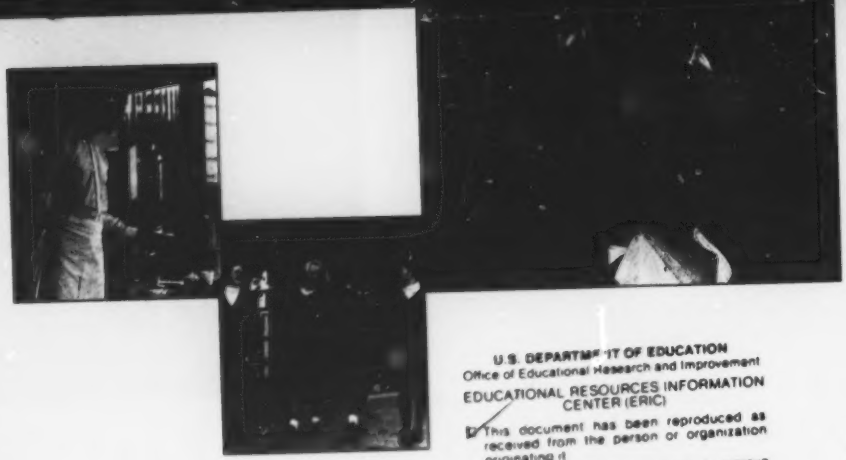

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LEARNING *to learn*

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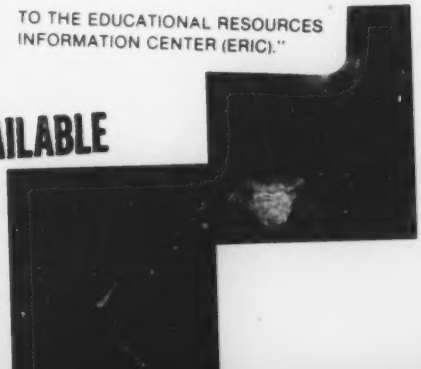
An introduction to the new National Qualifications Framework



OUR MISSION

The New Zealand Qualifications Authority will promote improvement in the quality of education and training in New Zealand through the development and maintenance of a comprehensive, accessible and flexible National Qualifications Framework.

SEPTEMBER 1992

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INTRODUCTION

The New Zealand Qualifications Authority is introducing a new National Qualifications Framework which will affect the learning and working lives of all New Zealanders.

The new Framework aims to give people much more choice and flexibility in their education and training. From now on, there will be a variety of pathways for people to gain qualifications and learn new skills. This will make it easier for people to go on learning and raise their level of qualifications.

This booklet explains how the new Framework will operate. The Framework will be phased in gradually over the next three years and will be fully implemented across all sectors by 1996.

Work is already well underway - the first career-related National Certificate units will be available for schools, polytechnics and other education and training providers later this year.

In conjunction with this booklet, the Qualifications Authority has also produced a 20-minute video about the Framework, called "Learning To Learn". The video shows how the Framework might apply to a typical New Zealand family with varying educational levels and aspirations. Photographs used to illustrate this booklet have been taken from the video.

Copies of this video are available from the New Zealand Qualifications Authority, P O Box 160, Wellington, at a cost of $20.00.

WHY THE PRESENT SYSTEM NEEDS CHANGING

Advances in technology and fast-changing economic conditions mean the modern worker may well have to change direction many times in a working life. Successful industries and enterprises stress the need for a multi-skilled, adaptable workforce. This means giving people a core of skills that they can build on as required throughout their working lives.

However, New Zealand is currently ill-equipped to meet the increasing demand for skilled workers. We are struggling to compete with many countries because our workforce is not sufficiently well-trained. In the meantime, the number of unskilled jobs is in rapid decline.

The tragedy is that many New Zealanders have given up on qualifications. They have been discouraged by a system with too many barriers - a system which has effectively determined winners and losers.

The present system of qualifications is also very confusing. It has involved literally hundreds of different academic and training qualifications. The complex and uncoordinated nature of the current system has discouraged people from learning.

To continue with such a system into the 21st century would have condemned New Zealand to failure in an increasingly competitive world. New Zealand is in desperate need of a system which will encourage people to go on learning throughout their lives.

"The Qualifications Framework is one of the key elements that will ensure New Zealand's survival into the 21st century."

DAVID HOOD,
CHIEF EXECUTIVE, NZQA.

The new Qualifications Framework developed by the New Zealand Qualifications Authority has been the result of wide consultation with a variety of groups and individuals.

"Our education system is profitable when students love learning and want to continue with it throughout their lives. It is profitable because it will lead to a richer New Zealand, culturally and socially. And it is profitable because it will lead to a more successful New Zealand, economically."

DR. THE HON LOCKWOOD SMITH, MINISTER OF EDUCATION

Business, government, unions, private and public education providers, polytechnics, schools and community groups contributed more than 1600 submissions in response to an initial discussion document put forward by the Qualifications Authority in mid-1991.

In addition to these submissions, Qualifications Authority staff spoke at 350 meetings around the country, explaining the document and seeking feedback.

This consultation has revealed strong support for the new Qualifications Framework - a system which has at its heart the requirement to encourage further education and training.

The new qualifications system will, for the first time, bring a consistent approach to education and training, offering a logical variety of pathways for people to gain nationally recognised qualifications. The Framework's emphasis on meeting quality standards and practices will ensure the highest quality for those qualifications.

The Qualifications Authority is working with industry, professional and educational groups to set standards and ensure that consistency is maintained across all national qualifications. This is critical if the qualifications New Zealanders receive are to be recognised both nationally and internationally.

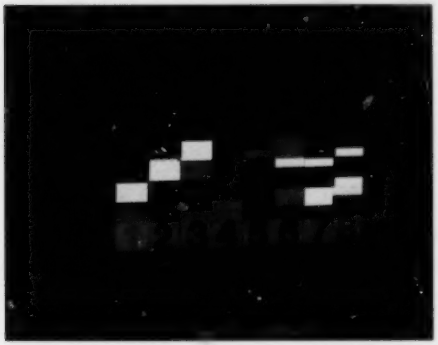
Learning achievements will be measured against clear standards. Moreover, learning will be assessed and recognised in a consistent way wherever it takes place - in secondary schools, polytechnics, colleges of education, universities, workplaces, private and government training establishments, wananga, marae and community agencies. The new Framework will also recognise skills developed and assessed on the job as well as previous skills and learning which may be relevant to a qualification.

By making learning more relevant, accessible and flexible, the new Framework will ensure that people of all ages can train and retrain. In this way, New Zealand will attain the balance and depth of knowledge and skills it needs to flourish.

HOW THE FRAMEWORK OPERATES

The National Qualifications Framework will include all learning from senior secondary school level (fifth form) right up to degree and post-graduate degree level. The Framework also includes on-the-job learning.

The building blocks of the Framework are unit standards which belong to eight levels.



There is a logical sequence of names for qualifications with National Certificate for levels one to four and a National Diploma for levels five to seven. Initial degrees will be placed at level seven, and other degrees, higher certificates and diplomas, at level eight.

There will be only three nationally recognised qualification titles - National Certificate, National Diploma, and Degree.

These three new qualification titles will in time replace the l undreds of different training and academic qualifications titles that currently exist.

The Unit System

Qualifications will consist of tailored packages of units which are linked and interchangeable. These will be determined by professional and industry groups or by single providers or enterprises. A learner may study just the one unit which is of immediate relevance or the whole group of units which make up a qualification.

Learners will be able to cross-credit units between qualifications and also between places of learning.

A unit comprises two parts - unit standards and unit delivery. Unit standards specify the skills and knowledge to be acquired and the standards against which performance will be measured.

The details of unit delivery are developed and owned by the provider. This includes course content, resources, training approaches and information on assessment.

Units are of different sizes, depending on the skills and knowledge required. Each unit will have its own credit rating to show its value. The same units can be offered in schools, private and government training establishments, wananga, colleges of education and polytechnics.

Unit standards, which will be kept in a national database at the Qualifications Authority, will include the following information:

Title:

Data: level, credit value.

Purpose: a brief explanation of the purpose of the unit.

Entry Information: recommended prior or concurrent units.

Elements and Performance Criteria: the outcomes (elements) specify the skills and knowledge to be acquired; the performance criteria set the standards against which the performance will be measured.

Record of Learning

A student or trainee's successful completion of individual National Certificate and/or National Diploma units will be listed annually in a Record of Learning. This will be held on a national database at the Qualifications Authority.

The Record of Learning will be issued by the Qualifications Authority and will enable education and training acquired over a number

of years, from a variety of sources, to be recorded in a single document. This recognises the critical fact that learning is lifelong.

Learners will have certificates issued for National Certificates and Diplomas when they successfully complete the units which make up that specific registered qualification. When a provider's degree requirements are satisfied, that provider will award a degree. Common criteria have been set for degrees whether offered by universities or by other providers such as polytechnics and private training establishments.

Standards-Based Assessment

In common with many other countries, New Zealand is placing greater emphasis on assessment which measures performance against clearly stated standards. This contrasts with our previous reliance on assessment that measures the performance of a learner against that of others in a similar group (norm-referenced assessment). Norm-referenced assessment is most useful for ranking candidates, but is not the best approach for the assessment of a number of vital skills.

Assessment for all the new qualifications will be standards-based. Existing courses are being progressively developed into unit form and will include assessment against stated standards.

Ensuring Quality

The Qualifications Authority will ensure the quality of the new national qualifications through a number of different methods. There are the usual quality control measures such as tests and the moderation of results, as well as a number of quality assurance procedures:

Registration of providers - this process ensures that private and government training establishments meet fundamental standards of delivery to safeguard their students;

Registration of units and qualifications - this is the formal recognition of unit standards and groups of units which make up qualifications; and

Accreditation - the formal recognition that a provider is capable of delivering units to the standards specified.

The responsibility for the quality of education and training lies first and foremost with providers, in partnership with their students. The role of the Qualifications Authority is to ensure that providers have quality control and assurance processes in place.

Recognition of Prior Learning

Recognising prior learning will be part of the new Qualifications Framework. It involves the assessment and formal acknowledgement of skills and knowledge which have been acquired outside the formal education environment. Prior skills and knowledge may come from life experience (for example, volunteer work), skills gained on the job, self-education and non-formal learning (for example, community courses).

Recognition of prior learning means that such skills and knowledge can be assessed for formal credit if specific unit outcomes are met.

Although recognition of prior learning already occurs in some sectors, these developments are being evaluated and revised to determine the most workable system under the new Framework.

"I think the changes mean that no matter where women gain their skills ... these skills will be formally recognised. It tells women that what they've done is valuable - that's got to be good for women."

ELIZABETH ROWE,
CHIEF EXECUTIVE, MINISTRY OF WOMEN'S AFFAIRS.

THE FRAMEWORK IN SECONDARY SCHOOLS

Once the Framework is fully established, National Certificate units will be available in senior secondary school, which will allow students to begin studying for a tertiary qualification while they are still at school.

Achievement in units at secondary school will be listed on a Record of Learning, which is issued to students at the end of the year by the Qualifications Authority. The cumulative record will document credits gained towards a tertiary National Certificate qualification.

National Certificate units in schools will cover the spectrum from general units, such as English and history, through to work-related core units such as tourism and farming.

The new qualifications give students greater choice in their studies and provide a logical programme for further education and training beyond school.

Pilot Programme

The change to a unit-based system in schools is a big one which cannot be implemented all at once. For this reason, sixth form students will be the first to have access to National Certificate units through a pilot programme.

While the pilot involves the introduction of the unit-based learning system, its primary purpose is to develop systems which will safeguard standards and quality.

The pilot will cover Level Two National Certificate units in general education areas which are usually taken in the Sixth Form. Each subject will be worth 24 credits. The average student might attempt five subjects and therefore 120 credits a year. As units vary in size so will their credit value. For example, some subjects will comprise four units worth six credits each, and others will

comprise two units worth 12 credits each.

Career-oriented National Certificate units are being developed on a similar basis and these will begin to be available to all accredited schools and other providers in late 1992.

It is expected that more than a thousand units will be available by 1993 and these can be used to widen a school's curriculum. The introduction of these National Certificate units will mean that schools can start students on a wide range of paths towards national qualifications.

The outcomes of the pilot scheme will determine the timelines for implementation in the following years. It is anticipated that the Framework will be fully operational by 1996.

Keeping comparable standards between different schools is recognised as a key issue to the acceptance of National Certificate as a high quality qualification. Comprehensive guidelines have been developed and a booklet on quality management will be published shortly.

"National Certificate will help me a lot. I'll be able to start learning now for what I'm going to do in the future."

Bursaries and School Certificate

School Certificate and University Bursaries/ Entrance Scholarship examinations will be optional external exams, which test the range of skills and knowledge that can be tested by a written examination.

In contrast, National Certificate will aim to test a student's full range of skills. The basis of teaching programmes and qualifications will be the National Certificate, but the School Certificate and Bursaries examinations will be compatible with the teaching programmes.

It is intended to phase out Sixth Form Certificate as National Certificate is introduced. Unit accumulation towards the National Certificate will be quite independent of student performance in School Certificate.

The Bursaries examination will take place at Level Three and a new Scholarship examination will be introduced at a standard beyond that level. These optional examinations will be competitive and allow students to demonstrate and receive public recognition for a high level of achievement.

"This is a very positive system for gaining qualifications ... it is user-friendly, it recognises that young people have different skills and have different ways of gaining skills... they will have qualifications that are recognised by a raft of people in the community and that's mighty important."

BROTHER PAT LYNCH,
CHAIRMAN, SECONDARY PRINCIPAL'S
ASSOCIATION OF NEW ZEALAND.

THE FRAMEWORK IN POLYTECHNICS

Growth areas in the economy demand higher qualifications and constant retraining. With their existing facilities and resources, polytechnics are ideally placed to give students nationally-recognised qualifications in a multitude of existing and new career fields. They already offer a wide range of courses and this choice is likely to broaden further under the Framework.

Polytechnics will provide learning at all levels of the Framework, including degree level programmes. As with other providers, the unit system will enable polytechnics to offer more flexibility in choice and career paths for their students.

In particular, the Framework will introduce an order and simplicity into what has become a very tangled web of qualifications in the trades and technician areas. It will also allow for the cross-crediting of generic units which are relevant to a number of different courses.

One of the aims of the Framework is to bring the worlds of school and work closer together. Polytechnics will continue to play a crucial role in this area, as they have up until now, in a number of subject areas through LINK courses. Polytechnics also have well-established links with industry.

The introduction of career-oriented National Certificate units at school will mean more young people will be able to take advantage of the training facilities and resources offered by polytechnics.

As with school-based learning, all polytechnic students will have their units recorded on a Record of Learning.

Existing Qualifications

Existing nationally-recognised qualifications such as Trade Certificate, New Zealand Certificate and National Certificate in Business Studies, will continue in their existing format until they are revised into unit format and a transition plan is

established in consultation with industry and polytechnics. A target timeline of three years has been set for the revision of these existing programmes but all new courses beginning from 1 January 1993 will progressively follow the Framework format.

"Tourism is currently the second biggest earner of overseas income. It's a profession, not a part-time occupation. We need qualified people."

DAVID TRAVERS,
CHAIRMAN OF TOURISM WELLINGTON AND
MANAGER OF THE WELLINGTON PARKROYAL.

The new emphasis on assessing against defined standards means approved units will need to provide information on outcomes and performance criteria to enable skills and knowledge to be assessed.

For many of the Trade Certificate programmes, recent reviews focused on the introduction of competency-based assessment at the first two levels. This focus will continue on to Advanced Trade Certificate level and other national courses offered by polytechnics.

The National Certificate in Business Studies is already in a format similar to that proposed by the Framework with learners completing a common core of subjects and then selecting from a range of papers to suit their needs. Industry and polytechnics are now working together to convert existing subjects to a unit format, compatible with the Framework.

Developments are also underway in the science, horticulture and engineering fields to change the existing structure of New Zealand Certificates. These developments have been led by industry and polytechnics working in partnership.

THE FRAMEWORK AND COLLEGES OF EDUCATION

Courses at Colleges of Education, which embody unit standards and lead to a nationally recognised qualification, will also be progressively redeveloped into a unit format. These courses will therefore be subject to Authority criteria for accreditation and quality management. These criteria will be agreed between the Authority and the Academic Programmes Committee of the Council For Teacher Education.

Other courses will remain outside the Framework and be subject only to the approval requirements of the individual College's Academic Board.

A target of three years has been set for incorporating existing nationally recognised qualifications within the Framework. Individual timelines for redevelopment will be negotiated with Colleges through the Council for Teacher Education.

Colleges of Education will be represented on a national standards body which makes decisions about the setting and writing of unit standards for professional teacher education.

Increasingly, as all education and training providers take up the unit-based approach, students entering Colleges of Education will be able to choose from a wide selection of available units, and be assessed by standards-based assessment. They will be able to accumulate credits towards their teaching qualification which may also have transfer value should they decide to move to other areas of learning or employment.

THE FRAMEWORK AND THE TRAINING OPPORTUNITIES PROGRAMME

The new Training Opportunities Programme (TOP) replaces the Access Training Scheme. Training Opportunities will be fully integrated into the Framework through the National Certificate. TOP is designed to provide access to National Certificate units for early school leavers and the long-term unemployed with low qualifications.

TOP providers will be selected regionally by the Education and Training Support Agency (ETSA). As part of the quality management of the Framework by the Authority, all training providers, except for schools and state institutions defined by the Education Amendment Act 1990, will need to be registered by the Authority as private or government training establishments.

Providers will also need to be accredited by the Authority to offer National Certificate units. This process is designed to ensure that providers can deliver quality programmes that meet national standards.

The integration of TOP into the new Framework will make mainstream qualifications much more accessible for those most in need of new skills.

"It's a buzz - it's great! For the first time in my life I feel like I'm doing something worthwhile - I'm achieving something."

THE FRAMEWORK AND PRIVATE TRAINING ESTABLISHMENTS

Like polytechnics, private training establishments (PTEs) have always responded to the needs of the marketplace and industry, offering qualifications that enable people to enter the workforce in specialised areas. The new Framework allows PTEs, along with state providers, to offer a wide selection of national qualifications with assured high standards.

Registration of PTEs

The Qualifications Authority's registration process ensures that PTEs meet defined standards of delivery. This process is a safeguard for students.

Units registered on the Framework will be available to PTEs, as they are to all providers. All providers must be accredited by the Authority to teach registered units.

"I think it's absolutely wonderful because now I know that 10 years in this orchard haven't been wasted and I'm on my way to getting a National Certificate in horticulture."

PTEs are not obliged to offer full national qualifications to have a place in the new Framework. They can offer units or components of qualifications which lead towards nationally-recognised qualifications.

How the Framework will benefit PTEs

The main benefits to private training establishments will come from having the assured quality of those qualifications which are part of the new system.

Local and overseas students can now study at PTEs to gain nationally-recognised qualifications which are transferrable between state and private establishments. Potential learners therefore have a wider choice of where to study.

"We must improve our performance and our skills base if we are to survive in a competitive world. Education and training within the new Framework is critical to that success."

STEVE MARSHALL, DIRECTOR, EMPLOYERS FEDERATION.

The interlinked nature of the Framework will mean that PTEs can select the units they wish to offer and allow students to move on to other providers for ongoing study.

PTEs' links with the state education sector, industry, and the Training Opportunities Programme

The Framework's flexible nature gives PTEs a variety of ways to relate to the state sector. For example, a PTE may wish to share education and training approaches for a particular unit, or offer units which are complementary to those offered by state establishments.

PTEs can also establish links with industry by developing units in partnership with national standards bodies. PTEs are likely to know in advance what qualifications the job market will need and can develop units to suit.

PTEs are also able to offer units under the Training Opportunities Programme.

Timing

PTEs and state institutions are working to the same timeline - from the beginning of 1993 it is expected that all new courses will meet Framework requirements. A target of three years has been set for the redevelopment of existing qualifications.

Students will be able to transfer units between PTEs and state providers when the Framework is in place and accreditations are complete. This will be a progressive process beginning in 1992.

THE FRAMEWORK AND GOVERNMENT TRAINING ESTABLISHMENTS

Government training establishments, such as the Navy and the New Zealand Fire Service, will also be able to be accredited to offer unit standards on the same basis outlined above for private training establishments, schools, and tertiary institutions.

THE FRAMEWORK IN THE WORKPLACE

New Zealand industry cannot compete with low-wage economies. We must develop a highly skilled workforce, capable of transferring our resources and ideas into high value products and services aimed at specialist markets.

Sending a few employees on a training course is no longer enough. We must upgrade the level of skill across the whole workforce. The Framework is a critical factor in allowing learning to be directly relevant to the needs of industry and to developing the range of skills that workers need in the future.

Increasingly, modern jobs and modern life require many skills. It is no longer sufficient to have the skills of a specific occupation. The ideal worker will have a group of core skills but also be proficient in other skill areas. The computer programmer, for example, may require managerial and accounting skills. The engineer may require computer design skills.

The Qualifications Framework allows workers to diversify their skills by completing relevant units.

Benefits to Industry

The Framework offers industry and enterprises the ability to tailor training for individual needs. It provides for the easy transfer of skills and learning and enables the worker/employee to choose the combination of units which best suits the industry. It also allows for skills taught on the job to be recognised in a qualification.

While it is often claimed that New Zealand has a workforce with a low level of skills, it may be more accurate to describe it as a workforce with a low level of qualifications. Existing skills can now be recognised and that will enable workers to further their training on a more formal basis.

This recognition of prior learning will remove a big barrier to career development for many workers.

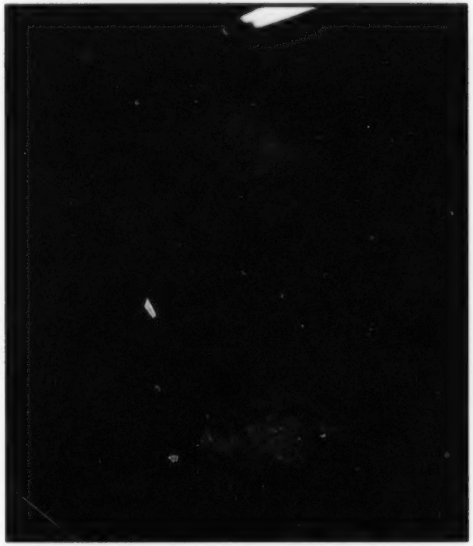
Standards will be safeguarded through a quality management system, maintained by the Qualifications Authority in partnership with industry and training providers.

Implementing the Framework

Many major industries have already adopted a unit-based approach to their training programmes. The Framework offers the potential for formal recognition of those programmes as part of the national qualifications system.

The process for developing nationally-recognised qualifications within an industry is based on the industry first identifying what skills and knowledge are needed. These are then packaged into units in consultation with the Qualifications Authority.

Registered training providers wishing to offer these qualifications need to be accredited. As with other providers, industry will be involved in ensuring appropriate quality systems are in place.



"I never thought I'd get where I am now - and I trained on the job as well."

Once the course is delivered, industry is again involved in reviewing the assessment of trainees.

Timing

From 1993, all new courses will need to conform to the Framework format. A target of three years is being set for the redevelopment of all existing qualifications.

Individual timelines for these will be negotiated with providers and industry groups.

"The Framework is flexible, nationally-recognised and allows people to take the skills they learn on the job around the country and be recognised. It's a new concept and at the end of the day I believe it will allow people to be paid better."

ANGELA FOULKES,
SECRETARY, COUNCIL OF TRADE UNIONS.

THE FRAMEWORK AND MAORI

Historically, Maori have not been served well by the New Zealand education system. The result is that they are under-represented in many skill areas of the economy, notably those involving technical and management skills. New Zealand is part of a world economy where these skills are increasingly in demand.

The Qualifications Authority is committed to developing Maori-based qualifications and ensuring that there is a Maori dimension, where relevant, to qualifications.

Over the past two years widespread consultation with Maori has indicated that they wish to design and implement their own education and training programmes. They want to be the managers, administrators, and tutors, as well as learners.

The Framework provides these opportunities for Maori people. Maori learners will have options

that were not available in the past.

Education reforms now enable Maori to establish private training establishments and wananga which are equivalent to polytechnics, colleges of education and universities. Qualifications within the Framework will recognise Maori knowledge and skills.

What are Maori qualifications?

Maori qualifications consist of units of Maori knowledge and skills. Maori language, tikanga, assessment and moderation will be key elements in these qualifications. Maori organisations are already involved in designing such qualifications.

For example, work is now underway to develop nationally-recognised qualifications for Raranga (weaving) and Whakairo (carving).

Maori dimensions to qualifications

From now on, Maori units in specific Maori skills such as Te Reo me ona Tikanga, Raranga

"The Framework is important to me because it will mean my children and mokopuna will have options - choices in education. It means that Maori skills are going to be recognised and there's going to be a qualification that recognises these Maori skills."

"We want to achieve exactly the same standards as anyone else in the country, or in the world and we want to achieve it in our own way, with our own systems and our own structures. Through our own styles of learning and teaching, the Framework gives us the opportunity to recognise Maori knowledge, Maori skills and Maori ways of doing things ... that has got to be good for Maori as a whole."

MONTE OHIA,
WHANAU, QUALIFICATIONS AUTHORITY.

and Whakairo will be open to being credited towards both Maori qualifications and other nationally-recognised qualifications.

Registration

Maori providers who want to offer nationally-recognised qualifications will need to be registered and accredited to ensure that units are delivered to specified standards.

Registered and accredited Maori providers may also apply for Training Opportunities Programme funding from the Education and Training Support Agency.

Tino Rangatiratanga

As participants in the Framework, Maori will be able to gain both Maori-specific qualifications and qualifications that include a Maori dimension. Under the Framework, Maori skills and knowledge will be acknowledged and recognised.

However, specialist areas of Maori learning which do not require national recognition will continue to be administered according to whare wananga and iwi criteria.

MORE INFORMATION ON THE FRAMEWORK

The Qualifications Authority is preparing a number of publications on various aspects of the Framework. These include:

- *Standards-Based Assessment;*
- *Quality Management Systems;*
- *Guidelines, Criteria and Regulations for the Registration of Units and Qualifications for National Certificates and National Diplomas; and*
- *Guidelines and Criteria for Accreditation for National Certificates and National Diplomas.*

These booklets will be available in October 1992.

"Guidelines and Criteria for the Registration of Private Training Establishments" is available now for a cost of $15.00, including GST.

A video, entitled *Learning To Learn,* which was prepared in conjunction with this booklet may be obtained from the Qualifications Authority at a cost of $20. Any requests for material should be directed to:

The Sales Officer,
New Zealand Qualifications Authority,
P O Box 160,
Wellington.

Phone (04) 385-0459,
Fax (04) 385-4929

What will the new qualifications system mean for you?

Find out by watching **Learning to Learn** - a 20-minute video which explains how major changes to the qualifications system will impact on the future of New Zealanders at all levels of their careers and study. It gives a clear overview of how the new National Qualifications Framework will operate and how it will provide the catalyst for encouraging further education and training.

The average worker may well have to change direction many times in a working life.

Learning must be flexible, accessible and relevant.

Standards and consistency must be maintained.

The **Learning to Learn** video comes with a booklet which gives more detail about the new Qualifications Framework. If you would like a copy of the video and booklet, please complete the attached coupon and post to:

The Sales Officer,
New Zealand
Qualifications Authority,
PO Box 160, Wellington.

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The Sales Officer,
New Zealand Qualifications Authority,
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